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Week 5 Assignment 1

**Describe characteristics of disciplined inquiry and in-depth understanding.**

In-depth understanding is supported in the map activity, where the students locate which countries denied Columbus support and who financed him as well as the route he took and the countries he was hoping to get to. It allows them to actually see what was going on where, since they are probably unfamiliar with world geography, therefore making the information more meaningful to them than simply names of places. Also, instead of memorizing dates and the length of the trip, they were able to visualize with use of calendars, timelines, and counting cubes, just how long the trip was and how long ago the events occurred.

Disciplined inquiry was practiced from the beginning of the lesson by the questions the teacher used to introduce the unit. The students found most of the information for themselves (resources provided), such as Columbus' route and intended destinations and what supplies were taken on the journey.

**Describe examples of primary sources used**

**Provide examples of application of GRASP frame.**

**Describe examples of enduring understandings and essential questions**

How was life different in Christopher Columbus' time? Why do we celebrate Columbus Day?

**Describe examples of what students should know and be able to do.**

Students should know:

what countries denied and provided Columbus financial aid

the route Columbus took to get to America and where he actually wanted to go

what supplies Columbus needed and what the journey was like

what kind of plants were new in America (to the Europeans)

Students should be able to:

Understand how long the voyage lasted

Understand how long ago Columbus' time was

**Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.**

The teacher of this lesson did a good job of differentiating by creating different activities that highlighted different strengths at different levels of difficulty in order to create a good fit for all of her students. Outside of this, not much major differentiation should be needed, but the following ideas are ways to strengthen the group tasks.

Group Three: Seeds of Change - more learning styles could be supported by providing some of the actual fruits, vegetables, and plants instead of just books and charts of them. (Papaya, peanuts, strawberries are all easily accessible)

Group Two: Life in a Small Place - In order to get the students to even better understand how difficult life was on the ship, they could be provided with the supplies they had on the voyage, specifically the food and water, and that would be the only thing they could eat and drink for as many days as the trip was. The students would hopefully be better able to see how tired the people on the ship grew of the same food, because they had to eat it for every meal, not just a snack at school and get to go home to mom's warm, fresh dinner.

Group One: A Global Perspective - The students in this group map out the countries that did and did not support Columbus, Columbus' route, and the countries he intended to visit, which is all great. But in addition to these, maybe they can act out the conversations Columbus had with the leaders and why some of them did not decide to fund him and why one finally did. They could also dress appropriately for their parts. Roles would include Columbus, and the rulers of England, France, Portugal, and Spain.

**“Scaffolding Inquiry into Distant Times and Places”**